**Lesson Cycle**

**Lesson Title/Topic:** What Is A Synonym?

**Concept:** Basic Meaning and Recognition of a Synonym

**Standards/Rationale:** 110.4 (b) (3) (D) - Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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| **Learning Target:** The student will write 10 matching synonyms on activity worksheet with 90% accuracy. | **Assessment:** Completed synonym worksheet. |

**Materials:** 3 different Emoji face images, dry erase marker, synonym matching card game, synonym worksheet, projector and images

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| **Lesson Cycle:** **(Direct instruction)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:**   * Use modern day trend “emojis”. Three different emoji faces will be displayed on the whiteboard one at a time. Each face will portray a different emotion. (HAPPY, ANGRY and SICK) Ask students to think about each image for a minute. * For approximately 1 ½ minutes, emoji face (HAPPY) will be discussed. Ask what words describe the way this Emoji feels. Call on students individually and responses will be listed underneath the emoji face. Ex. JOYFUL, CHEERFUL, GLAD, etc. * For approximately 1 ½ minutes, emoji face (ANGRY) will be discussed. Ask what words describe the way this Emoji feels. Call on students individually and responses will be listed underneath the emoji face. Ex. MAD, CRABBY, FURIOUS, etc. * For approximately 1 ½ minutes, emoji face (SICK) will be discussed. Ask what words describe the way this Emoji feels. Call on students individually and responses will be listed underneath the emoji face. Ex. ILL, NAUSEOUS, UNWELL, etc. * State today’s lesson is synonyms and write synonym on the board. Ask students, based on what we just discussed and seeing the words on the board, what do you think a synonym is? | * Respond to HAPPY image. * Allow students to write sample on the board under emoji face. * Respond to ANGRY image. * Allow students to write sample on the board under emoji face. * Respond to SICK image. * Allow students to write sample on the board under emoji face. * Verbally define synonym. |
| **Teacher Input:**   * Ask “Why do you think synonyms are important?” (Synonyms are important in reading, writing and speaking because using the same words all the time would be *dull, boring and uninteresting.*) * Have students get a sheet of paper and pencil. Stand up and spread out. * Play silly synonym song and allow student to dance around classroom. * Stop music and have students freeze! * Instruct student to pair up with friend closest to them. * Display a picture or word on projector. * Ask pairs to think of as many synonyms as they can for that picture or word. * Repeat, start music again, freeze, find new partner and review different image. * Expand on additional synonyms students may not have thought of. | * Respond to question.      * Participate in musical version of Mix-Pair-Share. |
| **Guided Practice:**   * Put students into pairs. * Provide synonym match-up card game to each pair. (The game is made up of 20 cards. Each card contains a word with its corresponding image. Have partners work together matching up cards that have similar meanings. Ex. Written word on card is GIFT and PRESENT with an image of a wrapped package with bow.) * Observe each table and watch interaction among students and guide students where needed. * Ask student to provide additional “same meaning” words other than words provided on cards. | * Work in pairs on a synonym match-up game. * Provide additional “same meaning” words for each pair while waiting for others to complete game. |
| **Independent Practice:**   * Hand out synonym worksheet. (This worksheet contains 10 sentences with one word underlined in each. 10 synonyms are provided at top of page. Students are asked to substitute the appropriate word that will give the sentence the same meaning.) | * Complete worksheet. |
| **Closure:**   * Provide students with 1 notecard. * Ask students to write 2 words that mean the same thing, representing a synonym. | * Turn in synonym example as exit ticket. |

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| **Options:** |  |
| ***Enrichment:*** | ***Reteach:*** |

**Modifications/Correctives:**

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**References:** [**www.Teach-nology.com**](http://www.teach-nology.com)**, Petersons-Pad.blogspot.com,** [**www.teacherspayteachers.com**](http://www.teacherspayteachers.com) **(Deana Kahlenberg)**